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ABSTRACT

Fifteen basic skills improvement projects in Wisconsin school districts are described. These projects are federally funded (through the Elementary Secondary Education Act Title II) and are limited to adoptions or adaptations of programs which proved to be successful in other school districts. Basic skills are identified as reading, mathematics, and oral and written communication skills. While most of the projects are designed for teacher inservice education, some programs are also directed toward parents and other community members, and other programs directly involve students. The brief descriptions outline the form of the program, procedures used to implement it, the goals, and expected outcomes. (JD)

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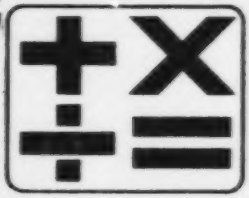

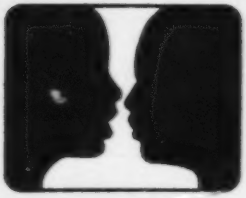

BASIC SKILLS IMPROVEMENT PROJECTS

FUNDED BY ESEA TITLE II

FISCAL YEAR 1980

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We gratefully acknowledge the contributions of many individuals within the Department who gave unselfishly of their time and talents in order that the ESEA Title II program could become operational.

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FOREWORD

The purpose of this publication is to provide descriptions of the fifteen Basic Skills Improvement projects supported with 1980 ESEA Title II-B federal funds.

According to the provisions of the law, Title II-B funds may be utilized for the improvement of basic skills which are identified as mathematics, reading, and language, both oral and written. Projects were limited to adoptions or adaptations of programs which proved to be successful in other school districts. Many were selected from the National Diffusion Network although this was not a primary criteria for application.

We appreciate the amount of interest shown in the ESEA Title II-B program and especially the patience and understanding of local school district staffs in getting the program operational. We trust that this booklet will provide useful information about those projects funded with FY 80 money.

Arnold M. Chandler
Director
Bureau for Program Development

ESEA TITLE II-B/GENERAL INFORMATION
WISCONSIN BASIC SKILLS IMPROVEMENT PROGRAM

Federal Guidelines

Federal regulations governing educational programs are outlined in the Educational Division General Administrative Regulations, (EDGAR), published in the April 3, 1980 Federal Register. Final regulations for Title II were published in the Federal Register for May 21, 1980. These regulations provide the specific federal guidelines for funds issued under Title II-B, Section 222.

Wisconsin Program Guidelines and Funding Criteria

A. Basic skills are defined as reading, mathematics, oral and written communication skills.
B. The purpose of the Title II-B, Section 222 is to provide sub-grants for the adaption or adoption of educational programs or models which have been tested and proved to be beneficial to students.
C. Funds received from Title II-B, Section 222 are competitive and will flow through the Department of Public Instruction to local educational agencies, private agencies, and institutions of higher education.
D. Projects may address coordination of all or any one of the basic skills areas as identified above. The proposal must give justification for the area(s) selected for concentration, as well as give evidence of local commitment to basic skills improvement through matching or in-kind contribution. Title II-B funds will be used to supplement, not supplant current efforts.
E. In-school project proposals may be submitted only by LEAs. The project must focus on basic skills improvement through the adaption/adoption of a model program.
F. Parent involvement projects must be submitted jointly by an LEA and another agency, such as an institution of higher learning, or a public or nonprofit agency or institution.

G. Subgrants will range up to $5,000. Not more than one subgrant will be awarded to any submitting agency.
H. A project may operate in one or more schools within a school district.
I. Funds may be used for released time, staff development, travel, consultant service, and instructional materials and equipment. The expenditures must be essential for project implementation.

Application and Implementation Period

A. Project proposals due in Department of Public Instruction, c/o Coordinator of Basic Skills Office #C-30, GEF III, 125 South Webster Street, Madison, WI 53702--January 16, 1981.
B. Final Report mailed or hand delivered to Coordinator of Basic Skills, Office #C-30, GEF III, 125 South Webster Street, Madison, WI 53702--September 30, 1981.

Review Procedures and Funding Policy

The Department of Public Instruction utilized the following process for review and approval of project proposals:

A. Three readers, external to the DPI, read and rated each proposal according to established criteria.
B. Based upon these evaluations, recommendations were made to the State Superintendent who had final authority for making subgrant awards.

PROJECTS

Barron. *Reading Power in the Content Area.*
$4,990 Reading

District administrators and staff recognized the need to provide content area teachers with the opportunity to develop their knowledge and skills in teaching reading as it applies to their disciplines. The district developed and administered a needs assessment questionnaire to the secondary (7-12) staff. After an analysis of the results, it was concluded that secondary teachers would benefit from the training provided by the nationally validated program, Reading Power in the Content Area (VRP).

The goal of the project is to develop and implement a reading inservice program for secondary teachers using the VRP training model. The VRP training will provide the district's teachers with the necessary background and preparation needed to teach reading in their content area.

It is expected that content teachers will incorporate appropriate reading methods into their instructional practices as a result of the knowledge gained from VRP training.

P.C. Mary Jo Rogowski, Riverside Middle School, 135 West River Avenue, Barron, WI 54812, 715/537-5611

Blair. *Functional Reading*
$5,000 Reading and Study Skills

Three needs are addressed in the project. They are to:

1. provide inservice training to assist the staff to teach functional reading and study skills,
2. improve student achievement in reading comprehension and the use of reference materials,
3. expand AV software, nonfiction, and reference books available in the IMC.

The model adopted to meet these needs is the Functional Reading Program of the Holmen School District. The model includes research reading, survival skill reading, and study skills. The goal of the functional reading component is to prepare students to function as literate adults who can both get and use information.

The expected project outcome will be better trained teachers and expanded use of the IMC. Better trained teachers and a better equipped IMC are expect to improve students' study skills and finctional reading abilities.

P.C. Kim Tweseme, Blair High School, Blair, WI 54616, 608/989-2525

CESA # 3. *Secondary Writing Skills Improvement Project.*
$5,000 Writing

Staff in CESA #3 recognized the need for the development of a comprehensive and systematic instructional program to improve student achievement in writing. A teacher inservice program promoting writing instruction within the existing curriculum was selected as the best approach to meet this need. The program selected for adoption was the New Jersey Writing Project.

The New Jersey Writing Project is designed to:

1. provide extensive training for English teachers through its summer institutes,
2. require no new materials. Student papers are the basis for instruction,
3. allow immediate implementation in the districts,
4. improve students' writing.

As a result of this project, it is expected that participating teachers will become project trainers in their respective districts. It is also expected that this "ripple effect" will provide secondary teachers throughout the CESA with the skills to improve writing instruction in their classrroms.

P.C. Mel Timmons, Municipal Building, Gillett, WI 54124, 414/855-2114

Eleva-Strum. *Project "RBM"*
$2,155.56 Mathematics

The goal of this project is to acquire a microcomputer and remedial math software. The computer assisted mathematics program will assist the district in developing a remedial mathematics program for grades seven and eight.

The district will purchase an Apple II computer and programming materials. Teachers in grades seven and eight will select students to participate in the project. The district administrator and the audio-visual director will assist teachers to interface the hardware, the software, and the students into a well balanced program.

The expected outcome of the project is that students enrolled in the program will improve their basic mathematics skills to a level at which they can function effectively in their developmental mathematics courses.

P.C. David J. Hanson, Route 1, Strum, WI 54770, 715/695-2696

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Jt. 8, Merton-Chenequa. *A Chance for Every Child.*
$4,454.32 Reading and Study Skills

The school district staff identified a need to develop a comprehensive K-8 instructional media program to complement and enrich the basal reading series. Instruction and guidance will be provided to students to help them extend and apply reading and study skills so they may grow to their full potential. The model that was adopted/adapted to meet this need was A Chance for Every Child.

The major goals for this program are to:

1. provide a systematic educational management system in which a wide range of reading abilities will be addressed,
2. provide reading instruction at the appropriate instructional levels, within the confines of the regular classroom.

The outcomes of previous adoptions of this project have show significant reading gains. It is expected that the outcomes of this project will be similar.

P.C. June Larimer, W299 N4514 Hwy. E, Hartland, WI 53029, 414/367-2000

Menominee Indian. *Exemplary Center for Reading Instruction (ECRI) Language Arts Program*
$5,000 Mastery Learning and Reading

District staff recognized a need to improve students' language arts skills through increased teacher effectiveness. The model that the district adopted to meet this need is the program developed by the Exemplary Center for Reading Instruction (ECRI).

The ECRI program is characterized by individualized instruction techniques and positive reinforcement. The goals of the program are threefold:

1. help structure a district-wide language arts program,
2. improve teacher effectiveness in meeting the instructional needs of individual students,
3. increase the skill mastery and reading achievement levels of students.

Procedures used to implement the program are inservice education, specific scheduling strategies, and modified teaching methods and techniques.

Expected outcomes of the program are to provide teachers with the knowledge and materials to implement mastery learning activities in their classrooms and to improve students' achievement in the basic skills.

P.C. Roger Klumb, P.O. Box 399, Keshena, WI 54135, 715/799-3345

Mercer. *Mercer Reading Improvement Project.*
$2,008 Reading-Affective Education

The Mercer staff recognized the need for creating a learning environment that meets both the affective and cognitive needs of students and the need for improvement in the students' reading comprehension.

The educational program adopted to meet the identified needs is the Kaukauna Reading Improvement Project (KRIP). KRIP utilized the Positive Attitude Toward Learning (PATL) program of inservice to develop in teachers the ability to create classroom learning environments which promote the growth of positive attitudes toward self, learning, and schools.

The expected outcome of this project is improved student self-esteem and improved student reading comprehension.

P.C. Joseph G. Crisman, Box C, Mercer, WI 54547, 715/476-2154

Milwaukee. *Milwaukee Public Schools.*
$5,000 *Mastery Learning and Basic Skills*

The Robert M. LaFollette staff has had preliminary training in the Exemplary Center for Reading Instruction (ECRI) Mastery Learning Program. The goals of the project are to:

1. offer follow-up inservice training in the teaching of word recognition skills,
2. offer training in ECRI techniques of teaching comprehension,
3. gain assistance to train teachers to improve their instruction in mathematics using ECRI techniques.

To implement ECRI consultants will demonstrate and conduct inservice programs in classrooms. LaFollette staff will develop materials that adapt ECRI techniques to the mathematics skills currently being taught, and will use the techniques to teach mathematics in their classrooms.

The expected outcome of this project is greater proficiency in the teaching of both reading and mathematics utilizing ECRI techniques.

P.C. Michele A. Lott, 3239 North Ninth Street, Milwaukee, WI 53206, 414/475-8077

Ondossagon. *Reading Power in the Content Areas.*
$4,970.75 Reading in the Content Areas

The school district staff recognized the need for providing a K-12 reading program following their involvement in the Wisconsin Right to Read Effort. They determined that a comprehensive secondary school reading program required that priority be given to reading in the content areas. Hence, there was a need to provide content teachers with an opportunity to develop their knowledge and skills in teaching as it applied to their disciplines.

The project proposes to accomplish this task by adopting the validated program, Reading Power in the Content Areas (VRP). Project goals are to:

1. provide a summer inservice program for content area teachers,
2. improve student achievement, as measured by a standardized test in vocabulary and comprehension skills.

The project will provide content teachers with in-depth knowledge and practical experience that can be taken into their classes and integrated into daily instruction. The expectation is that of improved teaching.

P.C. Wanda McClain, Ondossagon, Barksdale, Route 3, Ashland, WI 54806, 715/682-3492

Oregon. *Applied Basic Skills Instruction: A Study Skills Approach.*
$5,000 Study Skills

School district staff identified a need to improve the ability of students to apply basic reading and study skills to content high school courses. The model adopted to meet these needs was developed at the LaFollette High School, Madison, Wisconsin. The LaFollette model is a multi-dimensional program designed to coordinate and teach study skills strategies. The program teaches students those strategies that are prerequisite to success at each level of instruction with a department, and also provides a plan by which instruction is coordinated between departments.

The primary outcome of the project will be to provide the staff with a curriculum plan and specific strategies for teaching students how to apply basic reading and study skills to their content learning tasks.

P.C. Roland J. Cross, 200 North Main Street, Oregon, WI 53575, 608/835-3161

Sheboygan. *Remedial Summer School Competency Program.*
$4,986 *Competency Based Education*

The district board of education requires students to pass a competency test in three basic skills areas. Beginning with the class of 1983, students must demonstrate competency in mathematics, reading, and writing. Eighth graders are given an equivalent test to prepare them for the actual test they will take when they are sophomores. This diagnostic "flag" will identify students with serious deficiencies in the basic skills who may have difficulty passing the competency test.

The project has two goals. First, the project proposes to set up a remedial program modeled after a similar program in Racine, Wisconsin, for those students identified as deficient. It proposes a four-week course focusing on deficiencies identified by an objective reference test. Second, a curriculum will be developed which will allow teachers to design instructional approaches to address deficiences identified by testing. This process will allow the information revealed by the testing program to be translated into instructional strategies.

P.C. Dr. Marlin Tanck, 830 Virginia Avenue, Sheboygan, WI 53081, 414/459-3533

Sheboygan Falls Consortium. *The Bay Area Writing Project (BAWP).*
$3,712.50 Writing

The school district staff identified a need to provide a program of writing instruction that extends beyond the domain of the English department, more specifically, a need for all teachers to become more effective writing instructors. Therefore, the Bay Area Writing Project model was adopted.

The BAWP develops a variety of strategies for teaching writing in all subject matter areas. The BAWP model trains teachers to become more personally effective writers and more proficient in guiding student writing.

BAWP has three objectives. They are to:

1. provide more frequent and varied opportunities for student writing,
2. identify strategies for structured writing activities related to the teacher's area of instruction,
3. teach writing as a tool for developing and organizing students' thinking and expression of ideas.

The outcome of the project is to prepare a cadre of teachers who have developed new skills and a heightened interest in teaching writing. Writing assignments should become more frequent, grow from a variety of content areas issues, and receive more effective evaluation.

P.C. Jim Snavely, 220 Amherst, Sheboygan Falls, WI 53085, 414/459-3761

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Tomah. *Tomah Reading Power Program.*
$5,000 Reading

District staff, responding to the community's concern for a comprehensive reading program, identified a need for secondary teachers to participate in an inservice program designed to further their training in reading methodology. To meet these needs, the district adopted the nationally validated project, Vocational Reading Power (VRP).

The goals of the VRP model are to:

1. narrow the gap between student reading ability and the skill level required to read printed instructional material,
2. enrich content area teachers' knowledge, attitudes, and skills as they relate to the use of textbooks and other reading-related activities,
3. increase student learning of subject matter.

The project will train teachers in each department to function as teacher trainers/resource people for all department staff members. The expected outcomes of the project are to stimulate content teachers to incorporate appropriate reading techniques into their instructional practices, and to increase student achievement.

P.C. Craig Hitchins, Lincoln Avenue, Tomah, WI 54660, 608/372-5986

West Bend. *Weehawken Writing Project.*
$4,946 *Writing*

A comprehensive assessment of the district revealed that a sequential writing program was needed. The staff, after a review of a variety of programs, recommended that the district adopt the Weehawken, New Jersey, Writing Project.

The Weehawken Writing Project is an individualized language arts program. The model provides an individualized diagnostic, prescriptive, and evaluative process that relates writing to speaking, listening, and reading activities. The project will involve parents, teachers, and other local resource people.

The major outcome of this project is to provide the staff with a sequence of writing skills and activities to be implemented across all grade levels to unify the writing curriculum and improve student achievement in language arts.

P.C. Robert Skaife, 697 South 5th Avenue, West Bend, WI 53095, 414/338-2171 Ext. 314

Whitnall. *Whitnall Problem Solving.*
$4,978 Mathematics

The Iowa Problem Solving Project developed materials in mathematics to improve the p.oblem solving abilities of students in grades five to eight. The materials consist of a fifty-page teacher handbook, eight modules or instructional units which include student booklets, problem banks, and teachers' guides.

The goal of the Whitnall project is to modify these units to extend to grades nine and ten, and to integrate the units with the present algebra and geometry curriculums. The work will be done by the Whitnall mathematics faculty involving all department members, and an outside consultant.

The outcome of this project will be a teacher handbook, including a student problem bank, and supplementary manuals adapted for use in secondary classrooms.

P.C. Gail Burrill, 5000 South 116th Street, Greenfield, WI 53228, 414/425-5515

GEOGRAPHICAL DISTRIBUTION OF PROJECTS

Local Education Agency

Cooperative Education Service Agency